

# Journal of the National Association of College Teachers of Agriculture

Volume II

February 1959

Number 2 \*

## TABLE OF CONTENTS

Conference Program .....	1	Research Progress Report .....	7
Editorial .....	3	New NACTA Members .....	8
President's Message .....	4	Our NACTA Officers .....	8
Counseling Program .....	4	Course Guide Posts .....	9
Our 1959 Host .....	5	DeVeau's Land Grant Talk .....	10
Judging Contest .....	5	NACTA Chatter .....	10
Training Livestock Teams .....	6	Agricultural Policy .....	11
Graduate Study Policies .....	7	Thanks, Upjohn Company .....	Cover

## Editorial

### I AM GRATEFUL — ARE YOU?

Pause occasionally, sit quietly, meditate and start counting your blessings!

Foremost among these blessings should be that we are teachers in whose hands rest a vital part of the responsibility for training the oncoming generation. As we think, act and counsel we help shape the future of the world, our Nation and the lives of those we face in the classroom, laboratory, shop and on the campus.

True, teachers are human. They have their good and bad days, their personal problems and their aches and pains. However, viewed as a group, educators will rank high in their ability to rise above the mundane things of life and place their obligations to students before thoughts of personal comfort and gain.

As our years of individual service in the educational field advance in number we have the privilege of following up former students and seeing how well they are taking their places in contemporary society. Their professional success, their happy families, their growth to leadership levels are frequently most gratifying to us who taught them. Such compensations beyond the monetary zone are heart warming as we feel we have had at least a small part in the production of useful, successful and happy citizens.

Teachers in the Agricultural area are especially blessed for they have been instructors of youths who because of their early environment have a sounder grasp of the fundamentals of life. More receptive to basic ideals, and less dependent on others, rural youths are superior material for conscientious, thoughtful presentation of subject matter and other equally significant intangibles. Teachers and their pupils talk the same language facilitating progress towards their mutual and personal goals.

Yes, let us be grateful for the opportunities we have had and now possess to instruct youths who wish to serve rural people in one capacity or another. Our products are human beings with a soul and an intellect, not an inanimate object or machine. At the end of our careers may we merit that greatest of all rewards—"Well done thou good and faithful servant."

\* Published at Cookeville, Tenn., E. B. Knight, Tennessee Tech, Editor

# We No Longer Walk Alone

Dr. T. R. Buie, President NACTA

March, 1955 was a new day for the small colleges offering agriculture throughout this nation. Thirty-five college Professors of Agriculture in eighteen institutions from eleven states met in Warrenburg, Missouri, and dedicated themselves to greater service in the agricultural industry of this nation. The organizing of the National Association of College Teachers of Agriculture is not unique. During the past decade, we have seen the advantages of organized effort. We have seen the emerging of small industries and labor unions. We have seen business and professional men and individuals in practically every occupation organize into associations to find strength in unity. Individualism will find decreasing advantages and rewards in our present-day society and economy.

Mechanization of farming has decreased the need for unskilled labor as well as the total farm population. But, there is an increasing demand for skilled labor in processing and marketing of agricultural products. Also, there is an increasing need

for trained personnel to assist farmers, processors, and distributors with their technical and scientific problems. The Land-Grant College Association in 1957 emphasized the need for college-trained agriculturalists by stating that the United States needs 15,000 new men each year and that the Land-Grant Colleges were training only 8,500 yearly. Other colleges with agricultural programs are supplying another 4,000 trained agriculturalists. The combined effort of all the colleges offering training in agriculture is not meeting the total demands of our agricultural industry.

The leaders in the Land-Grant Colleges and the leaders of the Small Colleges with agricultural programs are beginning to work together effectively for the general welfare of rural America and the agricultural industry. The small college programs are gaining favor with the large agricultural colleges because of the high quality end product. We must continue to walk together in unity if agriculture is to keep pace in the new day that dawns.

## Tennessee Tech's Counselling Program

By W. C. Hyder, Tennessee Tech

Much is being done here at Tennessee Tech by the school faculty to become better acquainted with our students. For the past few years we have been giving a formal course in Orientation requiring all incoming freshmen to take the course, and if they successfully complete the course, one hour of college credit is granted. In the Orientation course, the students are trained in proper study methods and encouraged to make a study program to follow throughout the current quarter. They are taught how to use the library, and the college catalog. The various administrative officers and their functions are explained while the different schools at Tech and their offerings are outlined in regard to requirements for a B.S. degree.

We feel that this course is invaluable

and we will continue to make use of it by having one teacher teach all freshmen agriculture majors for two one hour class periods per week for the first six weeks of the fall quarter.

After studying the drop-out rate of freshmen we, the staff, feel that we have not been accomplishing enough through the orientation course and have decided to inject something else in our program on a trial basis. The incoming freshmen class will be divided into groups of twenty or twenty-five and assigned to the most capable counselors. Office hours will be scheduled by these counselors for personal conferences with the students. To make this of more value to the students and to serve as a reference for the staff later, we have devised a form to be par-

tially  
rema  
seler  
stude

Th  
head

I.  
quar

II.  
town

III.  
atten

H. S.  
hono

IV.  
ance;

coop  
abilit

writi  
V.

K  
19

Be  
1959

Amo  
respe

(1)  
(2)

and  
(3)

proc  
ched

skim  
were

(4)  
acres

(5)  
facil

prod  
000

and  
(6)

700  
and

\* Th  
Bere

tially filled out by the student with the remainder to be filled out by the counselor after his conferences with the student.

This form is broken down into ten main headings:

I. Local Information: (Name, living quarters, local mailing address)

II. Home Information: (Home county, town, state; parents name, address, occupation; size of family; size of farm)

III. High School Information: (H. S. attended; rank in class; Vo.-Agr. teacher; H. S. principal; H. S. activities, degrees, honors, etc.)

IV. Personal Traits: (Personal appearance; physical vigor; social qualities; cooperation; sense of duty; stability; ability to express thoughts orally, in writing; ability to solve problems.

V. College Scholarships Held:

VI. Employment Record: (While attending college or summer jobs.)

VII. Dates of interviews and Problems

VIII. College Scholarship Reports:

IX. Remarks by Counselor:

X. Signature and Title of Counselor:

During the final quarter of his freshman year student is encouraged to select his major, i.e., Agricultural Economics, Agronomy, Animal Industry, Dairy Husbandry, Horticulture or Agricultural Science. This decision normally is made in consultation with the respective department chairman.

We believe that this program will enable us to become better acquainted with the students and their problems, thus, giving us an opportunity to help them over the rough spots. It will make them feel more at home and also enable them to do a better job as they continue on towards graduation.

## Know Your 1959 Host

Berea College, Kentucky, will host the 1959 NACTA Conference on March 5-7. Among the many assets of this highly respected institution are the following:

- (1) A 403 acre dairy farm;
- (2) Two hundred registered Guernsey and Holstein cattle;
- (3) Creamery facilities which in 1957 processed 50 tons of butter, 234 tons of cheddar cheeses and 500 tons of condensed skim milk; Total sales of dairy products were \$484,000;
- (4) A college forest of almost 6,000 acres;
- (5) A 100 acre poultry farm and facilities which make it possible for the production and maintenance of some 40,000 chicks, 20,000 broilers, 12,000 turkeys and 500 layers;
- (6) A livestock farm of approximately 700 acres with large herds of hogs, sheep and beef cattle.

\*The above facts were presented in the Berea College Alumnus, April 1958.

## Bring Those Judging Teams To Berea March 6

Letters have gone out to all NACTA member schools from Dr. Leroy Young of West Texas State College regarding the proposed livestock and dairy cattle judging contests at Berea College, Kentucky, on March 6, 1959. From present indications enough institutions will send teams to insure the initiation of this most desirable NACTA activity.

Briefly, the plans call for two divisions for the contest: (a) Senior College and Universities with contestants composed of Juniors and Seniors, and (b) Junior Colleges with judges being Freshmen and Sophomores.

Tentatively, in the Livestock Contest there will be one class each of breeding beef cows or heifers, slaughter steers, breeding ewes, slaughter lambs, breeding sows or gilts, and slaughter barrows, a total of six classes.

The Dairy Cattle contest will also consist of six classes, i.e., four classes of cows in production, and two classes of heifers. The host school, Berea College, has ample animals for both contests and also suitable facilities.

Plans are being made for housing the student judges. All member schools should support this event to the limit for it will mark a long step forward in the progress and national recognition of our NACTA.

Further information may be obtained from Dr. Young, West Texas State College, San Marcos. Get your entry to him immediately if you expect to compete.

# Training Livestock Judging Teams

Leroy J. Young, Southwest Texas State College

In preparing this article I have asked myself this question: "What can be written that we don't already know?" I have had some difficulty in coming up with a good answer. Perhaps the following information may be worthy of reproduction.

Here are some extracts taken from mimeographed material we issue to each young man trying out for the judging team. While not necessarily original with me, I have found this information of value to my team members.

## General Rules for Judging Livestock

1. Before placing a class, consider the following points:
  - a. For what purpose is the class being judged?
  - b. What are the outstanding characteristics of an individual which make the animal valuable for that purpose?
  - c. How would you buy the individual?
2. Look over each animal carefully and in an open-minded fashion to see the animals as they are, not as you would like to see them.
2. Analyze the class. If possible, divide the animals into groups—namely, a top and bottom, two tops and two bottoms or a top and three bottoms, or three tops and one bottom.
4. Make brief but accurate notations of the good and bad points of each animal.
5. Place the class by a process of elimination.
6. Go over the class again to see if your judgment is sound.
7. Do not make a final placing or fill out your card until you have gone through the above procedure.
8. Your first impression is nearly al-

ways right.

9. Depend upon your own judgment and not on the other man's as he may be wrong.
10. If you become rattled, stop, back off from the class, and think. Ask yourself the points a, b, and c under Rule 1.
11. In talking reasons on breeding classes always bring in the breed name in mentioning character and type as it adds to breed emphasis.
12. Judging is sound reasoning; do not follow hunches or play for the judges' decisions.

## Giving Reasons

Many students in livestock judging forget that a set of reasons is only an explanation of a class of livestock. Reasons are given to a judge, and the more easily the judge can understand the reasons and follow what the giver is talking about the better grade he will give. Loud and fast talking is not very likely to be the best system to follow even though the average student of livestock judging many times attempts to develop such a system.

As to the best form to follow in giving reasons, probably no such form exists. Any form that a student may develop in certainly subject to much variation to fit particular classes, as well as to fit the individual who is giving the reasons. There are certain points that should be kept in mind, and certainly the first one is to be accurate and the next is to always remember to explain the class so that the man who is listening can easily follow you.

If these two points are followed, there cannot be a bad form in giving reasons. If they are not followed the form is always bad. A great variety of terms in a set of reasons will certainly add to the impressiveness of them.

# Graduate Study Policies

By John K. Ward, McPherson College

During the latter part of 1958 a survey was conducted by the Professional Development Committee of McPherson College in order to evaluate the programs which other colleges and universities are using to encourage and allow their staff members to pursue graduate study in their respective fields.

Twenty-four of 27 questionnaires sent to the schools in the North Central States were returned. These institutions ranged in size from 400 to approximately 10,000 students. About 25% of the schools offer agriculture majors or some closely related curricula.

Due to the nature of the answers received it is difficult to set up in tabular form a summary of this Study. Statistical analysis was not deemed practical because of the necessity of interpreting a portion of the statements made by the respondents.

All returned questionnaires reflected the opinion that graduate study by pro-

gressive instructors is becoming increasingly important at all levels of academic achievement including post doctoral work. This is due in part to increased pressure by accrediting groups attempting to improve the quality of instruction in our colleges and universities.

The following is a summary of the opinions expressed by the cooperating school administrators on what would constitute a realistic program for encouraging graduate study by those already actively engaged in teaching: (1) administrative personnel and department heads must impress upon their staff members the importance of continuing study in their specific fields; (2) further academic achievement must be made possible by a program which will allow graduate study without undue financial stress on the part of the instructor, and (3) the staff member's duties must be adequately arranged for during his time of absence on leave.

## Research---A Progress Report

By Burton D. DeVeau, Ohio University

At the Fourth Annual Convention President Bule appointed a Research Adviser to investigate areas of research and cite recommendations for a NACTA research program in order to more adequately accomplish the purpose of the NACTA, "to encourage and promote research in agriculture among members of the association." In order to fulfill this assignment your research adviser compiled a list of activities during the 1958-1959 year. This list was sent to all present and former officers for criticism. As a result the following functions have been assumed:

1. Keep the membership informed of formal summary reports of research studies.

2. Make a listing of research projects conducted by members of the NACTA.

- a. Compile summaries of faculty

research projects and group them by agricultural area. Make this report available to the membership.

- b. Compile summaries of research projects conducted by advanced undergraduate and graduate students in member schools and group them by agricultural area. Make this report available to the membership.

- c. Channel vital information on research projects to the editor of the NACTA Journal.

4. Cite recommendations concerning the activities and functions of the research adviser at the Fifth Annual Convention.

In order to meet the first function an intensive study was made of various library reference works. As a result a list of 15 bibliographies containing citations of agricultural research was composed.

This listing contains the title, publisher, and a brief description of the bibliography. This listing has been mimeographed and is available upon request. It will be distributed at the Fifth Annual Conference.

As a supplement it was decided to compile a listing of agricultural periodicals. A selected list of 280 periodicals and the address of each publisher is being mimeographed. It is also available upon request and will be distributed at the Fifth Annual Conference.

Work is being done to accomplish the second function. A questionnaire and letter have been constructed and will be sent to all present and potential NACTA member schools. This will be done after the Directory constructed by Dr. Buie has been distributed.

The third and fourth functions will naturally evolve with the accomplishment of the second function.

Members of the NACTA can help participate in the work of the research adviser by sending him summaries of research studies they, their colleagues, or their advanced students may have completed since 1955. It is anticipated with the full cooperation of each member the NACTA will develop a sound program of research that will be beneficial to each individual member, the schools they represent, and to agriculture in general.

## New NACTA Members

Our Secretary has notified the Journal that he recently has added the names of two new members to our NACTA roll. A hearty welcome to the following newcomers:

Dr. Charles Dale Rea

Professor Joseph L. Shawcroft

Both are members of the faculty at Fort Lewis A and M College, Durango, Colorado. President Rea joins our organization as its first honorary member. It is expected that other honorary members will be approved at our Berea meeting in March.

## Our NACTA Officers

The National Association of College Teachers of Agriculture has an illustrious group of officers for the year 1958-1959. We are proud of these men and want all of the NACTA Journal readers to become acquainted with them. To this end, we briefly introduce President Buie, Vice President Stucki and Secretary-Treasurer Benton.

**T. B. Buie, Director of Agriculture, Southwest Texas State College, San Marcos, Texas**

Dr. Buie was born in Upshur County, Texas. He received his B.S. degree (1934) from East Texas State College, his Smith-Hughes certificate at San Houston State College (1935) and completed his M.S. degree at Texas A and M College (1941). Dr. Buie's D Ed degree was conferred by Michigan State University in 1953.

After 12 years as a public school teacher, our President was District Supervisor of Agriculture for four years prior to his current 13 years of service at Southwest Texas College.

His ability as an educational leader has frequently been recognized by various groups. A partial listing of such honors follows: currently President of Hays County Teachers Association; past President of the Texas Vocational Association, and Vice President of the San Marcos Rotary Club. He also belongs to a number of other educational and civic organizations in all of which he takes an active part.

**J. Wendell Stucki, Chairman, Division of Agriculture, Ricks College, Rexburg, Idaho**

Professor J. Wendell Stucki of Ricks College, Rexburg, Idaho, is serving as vice-president of the organization. Born in Paris, Bear Lake County, Idaho, he attended elementary and secondary schools and helped his father on a wheat and cattle ranch. Professor Stucki attended the University of Idaho taking advantage



of a Union Pacific Railroad scholarship awarded for superior high school achievements in agriculture and later graduated from Utah State University with a degree in Agronomy from Brigham Young University, obtained a Master's degree from Utah State University in Agricultural Economics. Church, community, and civic duties take up much of Professor Stucki's time. He has served as a missionary for the Church of Jesus Christ of Latter-Day Saints and as Bishop for 12 years. He has been active in Boy Scout and 4-H clubwork, in Farm Bureau, and served 12 years as Chairman of the Idaho State Dairy Committee. Current activities include being Chairman of the Division of Agriculture of Ricks College where he has completed 21 years of teaching and is the owner-manager of a Grade A Dairy consisting of some 200 head of dairy stock. Partially responsible for Professor Stucki's success is Mrs. Stucki, the former Lasca Allred. Their family consists of six children, three girls and three boys.

**Ralph A. Benton, Professor of Agricultural Education, Southern Illinois University, Carbondale, Illinois.**

Serving as Secretary-Treasurer since the inception of the NACTA in 1955, Dr.

Ralph A. Benton has given freely of his time and talent and is now serving his fourth term. Dr. Benton was born and reared on a general farm in northeast Nebraska. He received his Bachelor of Science degree and Master's degree from the University of Nebraska. Later, the Doctor of Philosophy degree was earned from the University of Illinois. Professional experience of Dr. Benton includes thirteen years as a teacher of vocational agriculture in Nebraska, Conservationist with the U. S. D. A. Soil Conservation Service in Iowa for two years, extension poultryman with the University of Nebraska for two years, assistant and associate professor of agricultural education at Illinois State Normal University for eight years, and since June, 1956, on the staff of Southern Illinois University in the School of Agriculture. Present duties include academic advisement to students in the School of Agriculture and teacher training work.

The biographical sketches of the NACTA officers show clearly their desire to further advance scientific agriculture through the medium of college teaching. The leadership of the NACTA is in good hands.

## Guide Posts For Future Agriculture Courses

By H. D. Corbus, West Michigan University

The light still is present and shines on the future of Agriculture courses in schools which are not members of the Land Grant College group. However, there are some very important goals on the main road leading to the future Agriculture courses if only we will take time to look, think and recognize them. These goals are relatively easy to attain if one truly wants to attain them.

Frankly, these goals are much more important when they are seen in perspective rather than being viewed from the front or back porch. This problem of development of perspective with young students is one that should concern every conscientious teacher, especially the one

trying to get across the important information associated, and included in the subject—Agriculture.

Agriculture and its penetration into just about every phase of the citizen's life is not one to be taken lightly. This subject cannot be taught as are courses in mathematics, history and many other academic subjects. It is living, ever-present, and involves the lives of everyone whether they reside in urban or rural areas. It may be more important to those who are directly engaged in some particular phase of production, but this interest should never get itself lost in the maze of pure science techniques.

Agriculture is living, realistic and applicable to daily life. Treating it other-

wise may make it easier to handle because the human element can be reduced, perhaps almost disregarded, but such treatment does not develop the perspective most needed in our higher education.

Our colleges, such as members of the National Association of College Teachers of Agriculture represent, are not as tradition-saddled as instructors of the Land Grant institutions. We can lay out the meaning of the subject Agriculture with its additional aspects, in addition to just farm production, with the best cataloged perspective, yet not losing sight of the fact that important special phases are parts of the whole, but still parts. They should be handled as such.

My convictions with regard to this type of instruction in Agriculture were strengthened this past summer by my visits to other colleges, some straight teacher training institutions, with no attention to any instruction in Agriculture. I also called at colleges of agriculture, and in addition had a long con-

ference with the supervisor of instruction in one of our larger states. I thought I knew something about the agriculture of this country having read a lot and talked with my military service-traveled boys.

After this past summer, I feel that travel in all parts of the Nation should carry semester hours credit particularly at the graduate level, when properly supervised. Such work I am sure would be on a par with many of the graduate courses now offered. Summers could be spent to much better advantage with visitations to localities where a comprehensive acquaintance with many phases of American agriculture might be obtained.

Teachers of Agriculture in schools of the NACTA type need a broad perspective if they are to effectively train their students for a life of service. This is a tremendously large country and it involves many facets of farming which must be understood as the teacher prepares his students for the future.

## NACTA Chatter

Howard Corbus of Western Michigan University went West, (i.e.,) Northwest on his vacation this past summer. He tells of seeing farms having 2000 acres of cotton, 500 acres of sugar beets, endless wheat fields and 1000 acre orchards, all of which is mighty big scale farming to those of us who live east of the Mississippi River. Professor Corbus recently authored an article, "A New Course: Basic Agriculture", which appeared in the Michigan Education Journal.

At Southwest Missouri State College Dr. G. Carl Schowengerdt reports that, cooperatively with the Business Administration Department, the local Agriculture Department has made it possible for its students to obtain training in both Agriculture and Business. This new curriculum will meet the needs of Agriculture students who wish to enter commercial agriculture.

Raymond S. Thrayer of Earlham College (Indiana) was at Ohio State University

during the Spring semester (1958) doing graduate study in Agricultural Economics. Recently off the press is his 100-page manual, "Dairy Farmstead Planning."

From Hesston College (Kansas) comes news that Professor Clifford Amstutz also teaches Agricultural courses at Bethel College. One of his students achieved honors while showing Guernsey cattle at the Waterloo National Dairy Show placing third in aged cows and fifth in the senior yearling heifer class.

Tennessee Tech has completed construction of a new milking parlor and dairy processing plant. The Tech Aggie-Home Ec float won second prize in the October 18 Homecoming parade. The Aggies "Overall-Gingham Ball" was held October 31. And the Hill-Billy Musical Contest for high schools is scheduled for February 28.

Dr. Fester Wolford informs us that Berea College (Kentucky) has lately added a new 12-cow milking parlor, en-



larged it swine fattening unit from 400 to 800 head per year capacity, and also has a new 5000 hen laying house on its Poultry Farm. In a bout with a tractor Dr. Wolford fractured his arm in late summer but he still carries on without lost motion as head of Berea's Agriculture Department.

Dr. Olen P. Nail of Arkansas State College is the immediate past president of the Southern Regional Conference for Teachers and Supervisors of Vocational Agriculture. Other news items from the folks who treated us so royally at the 1958 NACTA Conference include their plans for the Northeast Arkansas District FFA leadership and Judging Contests for next April and the participation of the Arkansas State livestock judging team in the recent American Royal contest at Kansas City. Oh, yes and a new baby son has been added to the E. D. Moore family. Congratulations!

We learn that Dr. L. B. Granger has come to Central State College, Missouri, from the University of Minnesota to become Chairman of its Agriculture Department. The Department will move into its

new quarters in the new Applied Arts Building in a few months. Professor E. F. Low is President of the Warrensburg Rotary Club and also serves as a member of the County Extension Council.

## DeVeau Talks To Land Grant College Group

Our past president, Dr. Burton W. DeVeau of Ohio University, appeared on the program of the Resident Teaching section of the Land Grant College Association at its recent meeting in Washington, D. C. Dr. DeVeau reports that he had a very interesting discussion with the members of this group of agricultural instructors. These men were quite interested in the NACTA and its program and suggested that committees from both organizations meet to explore the areas of teaching standards and also better working relationships between the two associations. At the suggestion of President T. R. Buie the paper presented by Dr. DeVeau was duplicated and will be found enclosed in this issue of the Journal.

## Agricultural Training As Related To Agricultural Policy \*

J. Carroll Bottum, Purdue University

Never before in our history was the need greater for competent and objective agricultural economists. The level of economic literacy in the policy area must be raised if we are going to have sound workable programs coming from our legislative halls on a continuing basis.

If we speed up the rate of economic progress in this nation, and in agriculture in particular, it necessitates many institutional changes. It involves not only changes in our production institutions but also in our social, economic and community ones. It increases the part that individuals must take in public affairs.

There are several indicators of the rate at which we are adopting new technology

or improved practices in agriculture. One indicator well understood and commonly used is output per farm worker. In 1820 each worker in agriculture produced enough for four people. By 1940 he produced enough for ten. By 1956 the output had doubled and he produced enough for twenty people. During the first period from 1820-1940, it took 80 years to double output. During the second period 1940-1956, it took 16 years. In other words we are getting as much change now in four years as before 1940 in twenty years. These changes in technology are necessitating corresponding changes in our social and economic institutions in agriculture. This again increases correspondingly the importance of public problems.

### Scope and Objectives of Policy

I should like to define my subject under the heading "educational work on public policy problems and their relationship to agriculture." This title implies that interest is not confined to agricultural policy or problems. Yet the effect of these matters upon agriculture and rural welfare should be of primary consideration.

"Problems" involve situations which appear to a significant number of people to require change. They are "public" problems when the kind of change required appears to beyond the achievement of the individual or family and necessitates group action. The course of action upon which an agreement is obtained is a "policy." The word "public" means that government action may be involved. Such action may be initiated by governmental units whether they be local, state, or national—or by joint action of such units. But there is no implication that only governmental means are appropriate or most effective to solve all public problems.

The objectives of public policy are to develop in individuals:

1. An active interest in public policy problems.
2. An understanding of the facts and the principles involved.
3. The ability to make judgments on public policy issues on the basis of a critical examination of the evidence and logical thinking, and
4. A desire and ability to participate effectively in the solution of these problems.

### Individual Decisions in Policy Area

It is my opinion that people in general make up their decision about policy matters on the basis of three sets of data. They first take what facts they have that have a bearing on the problem. Second, they take those things that bear on the problem which they think are facts but which are not and use them the same as though they were facts. Third, they add in their values or those things which are their feelings which grow out of their social, religious, cultural and economic background. They

add these together and come up with what in their judgment should or ought to be done. Where they are limited on facts, their decisions are influenced to a greater extent by their values. Where more facts are known, the facts take a greater weight in their decision making.

It is my belief that educators should clearly sort out the facts and the relationships from values, and that the educators should make their major contribution in clearing up the facts in the relationship area rather than directly working on a change in values. In a democracy each individual should have as much right to his values as the college professor.

The real issue that arises in education and public problems concerns the approach that an educator supported by society is able to use to justly protect the value rights of all citizens and still allow effective teaching. I believe an educator in public policy should be a social scientist or at least be familiar with the other social disciplines. However I shall refer to public policy workers as economists as this is the title under which we label it.

Some colleges are still hesitant to move aggressively into education in public affairs because they question that a satisfactory educational technique has been found for working in this area. Many economists and other social scientists have not fully recognized the limitations of their disciplines in the solving of public problems. Economists have carried the analysis of public problems beyond the scope of economics in the name of economics. This failure to separate clearly the part that economics play and the part that non-economic values play has gotten economists into trouble.

One of the great challenges of this period is how we can obtain the necessary minimum of security in our society and still maintain the maximum of freedom and economic progress. Sound governmental decisions can never get very far ahead of the level of economic literacy of the people. The importance of good economic training and application to

current problems cannot be over-emphasized. Every teacher has students in his classes who someday will play an important part in our legislation. Who knows what a clear understanding of the prob-

lems and their solutions may mean to the future welfare of our nation.

\* Address given at 1958 NACTA Conference.

### **Thanks A Lot, The Upjohn Company**

The staff of the NACTA Journal deeply appreciates the interest of The Upjohn Company, Kalamazoo, Michigan, in providing the necessary finances for the publication of this number of the NACTA Journal.

NACTA JOURNAL  
BOX 67 A. T. P. I.  
COOKEVILLE, TENN.

